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ABSTRACT

The Antelope Valley Union High School District's regional plan for career education and lifelong learning represents a model for educational levels/districts cooperation. The plan provides a bridge from education to careers that takes into consideration changes in the economic marketplace. The career development plan includes elementary, middle, and high schools, as well as postsecondary institutions, adult schools, and training programs. Students, parents, and employers are considered process customers. The process is composed of five major components: (1) career awareness; (2) exploration; (3) decision making; (4) preparation; and (5) job entry. Each of the 5 plan years contains specific activities relating to 7 goals: (1) business and education commitment; (2) systematic and comprehensive career development process; (3) bridges and transitions between education levels; (4) coordinated education and training resources between postsecondary agencies; (5) coordinated alliances between business and education; (6) information dissemination to the community; and (7) continuous process improvement. (Appendix A contains a glossary of terms. Appendix B lists career prep council steering committee members.) (NLA)

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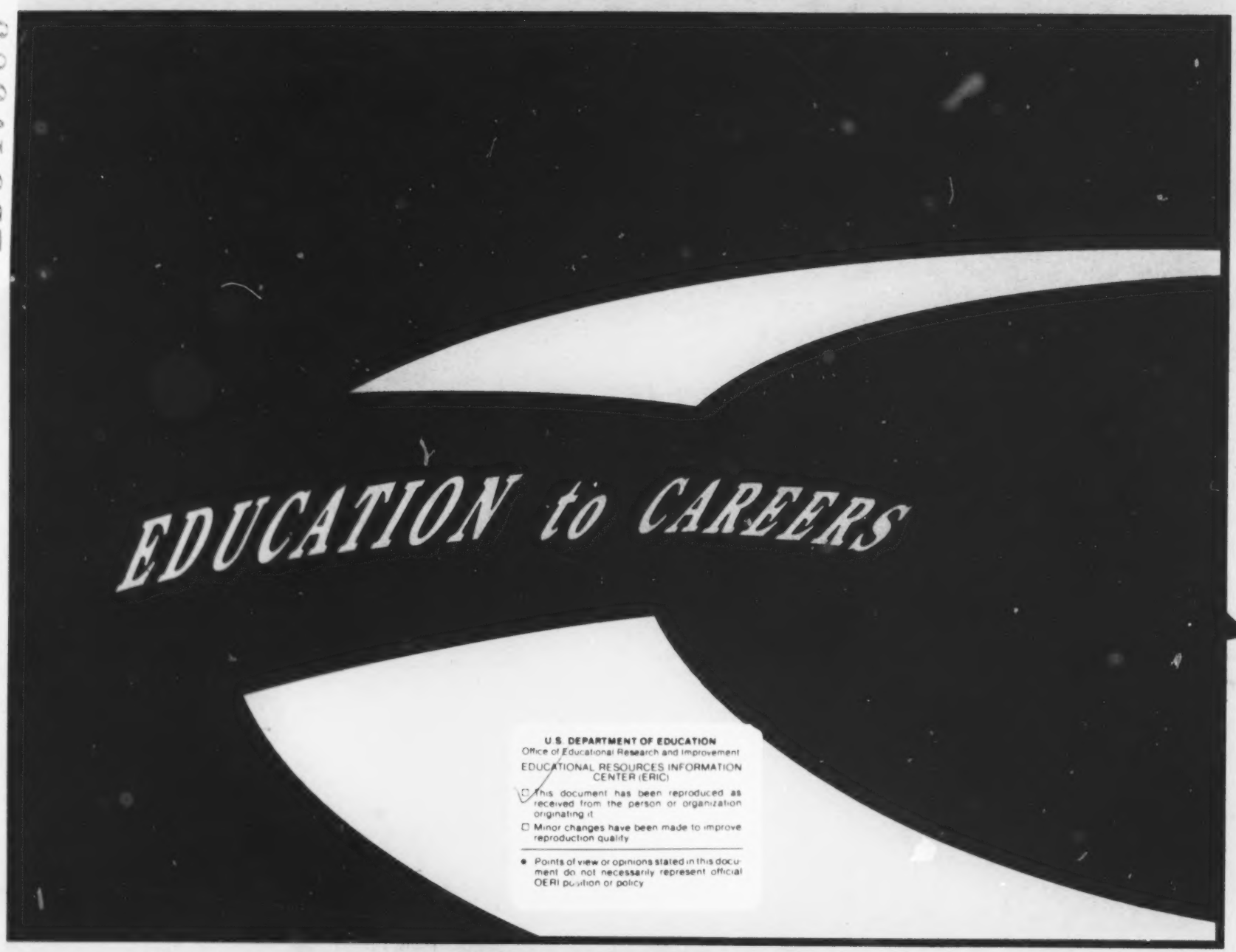

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A BRIDGE FROM EDUCATION TO CAREERS

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MISSION STATEMENT

The mission of career education in the Antelope Valley is to prepare students, kindergarten through the community college, to:

attain personal and learning skills necessary for career development;
continue life-long learning, formal and informal;
improve the quality of the labor force for the region and the State.

To be successful, career education must be a partnership between:

students and parents;
educational agencies: elementary, middle, high school, adult school, community college, ROP (Regional Occupational Programs);
business, industry, government and labor organizations;
community organizations.

We value:

developing and promoting work and personal ethics;
ensuring systematic career education for all students;
providing equal access to comprehensive career education opportunities for all students;
advocating productivity in the workplace;
continuing life-long learning for entry, re-entry and promotion in the workforce;
contributing to the economic vitality and competitiveness of the region, the State, and the nation;
integrating academic and career/vocational programs to provide career paths for all students.

The Mission Statement is a driver for this Plan and is a vision for:

coordinated effort to enable students to make sound career decisions throughout the entire educational process;
educational partnerships with business, industry, government and other community sources to enhance the educational process and the quality of this regional workforce.

Business, industry and government are customers of the educational system as students enter the workforce. Students are also citizens of communities, and family members, not just workers. Encouraging positive work attitudes and preparation should also enable the student to become more responsible family and community members. In the past, "career education " may have been identified only for those students in "vocational programs." However, most students will join the workforce with many options:

directly after high school;
after advanced training or technical/certificate programs;
after college or university programs.

Many students seeking advanced training or college will have to work while going to school; therefore, having some saleable skill is critical for all students. An important key for this plan is the concept that: *students, graduates, adults understand that one can always re-enter the educational/training system for advancement.* Unlike the track system used in other countries, this Plan's purpose is not to limit options, but to continue to open options at each step. As the system hones in on more specific educational and career planning, student knowledge of education and training resources is expanded. Even students who graduate with no specific plans should be knowledgeable about how to get more education and training.

BACKGROUND

In the United States, in California, in the Antelope Valley, these same questions are being asked:

> How do we continue to improve a student's transition from school to work, whether through college or technical/ vocational training, or directly after graduation?
>
> How do we make the changes needed in our businesses/ industries and workforce to sustain economic viability?

"A unique combination of community leaders from business and education met for two years with the goal of linking a high school diploma to a career."

Vern Lawson
Executive Director
Lancaster Economic Development Corp.

While the National Commission on Excellence in Education was preparing its 1983 report,"Nation at Risk", Antelope Valley business and industry representatives were already working with Antelope Valley College to develop programs responsive to regional employers. A Career Prep Council, with representatives from business, industry, government, AV College and the Antelope Valley Union High School District (AVUHSD), was formed in 1988 to continue that effort focusing on the high school district. Their eleven recommendations targeted continuous improvement in providing career awareness, exploration, orientation, and planning opportunities for students. Then, the Career Prep Council identified the need to develop career education coordination with the elementary districts.

At the recommendation of the Career Prep Council, the Antelope Valley Union High School District submitted a grant application, in December 1990, to develop a Regional Plan for Career Education. The grant represented an opportunity to develop a local plan, with all educational levels/districts working together. In developing a model program for this area, the Plan provides a framework for other communities to do the same.

All Antelope Valley elementary districts, AVUHSD, and AV College, as well as business and industry representatives, were invited to participate on a Career Prep Council Steering Committee for developing an Antelope Valley Regional Plan for Career Education. A total of seven districts have actively participated in the planning process.

Both the Antelope Valley Economic Development Corporation and Rockwell/ North American Aircraft have hosted meetings for the committee. A Rockwell facilitator (in process improvement and Total Quality Management) has provided a framework for the Plan development.

"In this plan, we want to emulate the proverb: give a person a fish and there is sustenance for a day:teach a person to fish and there is sustenance for a lifetime."

Phil Brady
Chief of Plans and Programs
Edwards Air Force Base
Flight Test Center

EXECUTIVE SUMMARY

The Steering Committee has worked on this Plan for a year and explored a variety of issues, such as:

What is a bridge from education to careers ?

Education is a life long process and the sum of all education, training, and activities which prepare a person to enter a career and become a responsible citizen and family member. It includes academic courses, applied academics, specific training, and work attitudes. Career Education is not limited to those students in vocational programs, and does not exclude those who are college bound: sooner or later, most students will enter the workforce and economic marketplace. The life-long learning process encourages individuals to get more training and education at any age.

> **"With increased competition and rapid technological changes, businesses need a qualified, prepared workforce. This effort requires cooperation and commitment from both business and education."**
>
> **Denise Henderson, Area Manager**
> **Southern California Edison**

Why is a bridge from education to careers important?

A bridge is important to both the student and the community. A systematic and comprehensive career development process enables the student to develop an individualized career plan to suit his/her interests and abilities, and to understand how to access education and training opportunities.

For the region, as well as the State and nation, preparation of the next generation work force is critical if economic viability is to be maintained. International competition has framed this need in the preparing the future work force to hold its own in the international marketplace. A projected dwindling labor force, combined with increasing technology of all jobs, requires a broader community approach to address this issue.

Why have a Plan to bridge education to careers ?

The Antelope Valley includes 9 elementary districts (K-8), 1 high school district (9-12) and a community college district (13-14), including: almost 50 elementary schools, more than 11 middle schools, five comprehensive high schools, a continuation school, alternative education/independent study programs, and the adult school. The Regional Occupational Programs (ROP) are operated by the high school district. The community college jurisdiction includes not only the Antelope Valley (northern Los Angeles County), but also a portion of southern Kern County.

The postsecondary education providers in the community are also diverse. While many districts, or individual schools, have excellent career education programs and activities, there was a need for a process which ensured that all students would have a systematic and comprehensive career development process. The purpose of the Plan is to improve the process for all students.

Who are the customers and suppliers of the career development process ?

Customers of the process include: students, parents and employers. While there are numerous suppliers in the career development process, the ones identified for the planning purposes included

public education entities. In the future, private schools and schools from neighboring jurisdictions may also be included. Represented in this planning process were representatives from K-8, 9-12, Regional Occupational Programs, 13-14, and other adult training services. Parents are both suppliers and customers and need to be an integral part of the career development process. For the purposes of this plan, public and private representatives included many parents with children currently in the system, or having gone through the existing system. Business, industry, and government have a vested interest in career education to maintain the quality and economic health of the workforce in coming generations.

How will the Antelope Valley accomplish this Plan ?

This Plan identifies strategies for improving the career development process for all students. In addition to the implementation of this plan, the Career Prep Council will continue to provide the strategies for education and business to work together to achieve these goals.

"So many students just drift through high school, never choosing classes based on a future career. I have known seniors who become terribly frustrated because they had finally decided on a particular career, only to realize that they had, by then, lost the opportunity to take the high school courses which would have prepared them to enter that field or made them ready for the required college classes."

Barbara Penn
Program Specialist
Antelope Valley Union High School District

"As this Regional Plan for Career Education is read or presented to different organizational leaders, the first response may be: 'We are already doing this.' Some parts of the Plan may very well be in place, other parts may be new; and, of course, there are many other possibilities as to current programs. To say that your organization is already meeting this Plan is too quick an answer. There is a real need to focus on the process in which career education is taking place. Only when the organization has made an evaluation can the framework of the overall plan and the alignment of the career education process be seen. The transition and the bridging provided by working in this framework creates a robust process. For organizations choosing to utilize this Plan, the process provides congruent resources and general cost savings."

Russ Fisher
Project Advisor, Top Quality Management
Rockwell, North American Aircraft

What has been developed in this planning process?

In the ten months of planning, the Steering Committee has developed:

- a model for sequential development of career education from K-14;
- a system to enable continuous improvement of the career development process;
- a plan to incorporate broader employer linkages as a career development aspect;
- a planning process which could be modeled in other areas;
- a foundation for life-long learning.

While the actual Plan is important, the ability of the committee to continue working to improve the whole system is equally important. This Plan provides a framework for the Antelope Valley: flexibility for each district to design unique mechanisms to reach these common goals.

THE NEED FOR A NEW BRIDGE FROM EDUCATION TO CAREERS

Both business and education agree that changes are needed. The need for change has been framed from two perspectives.

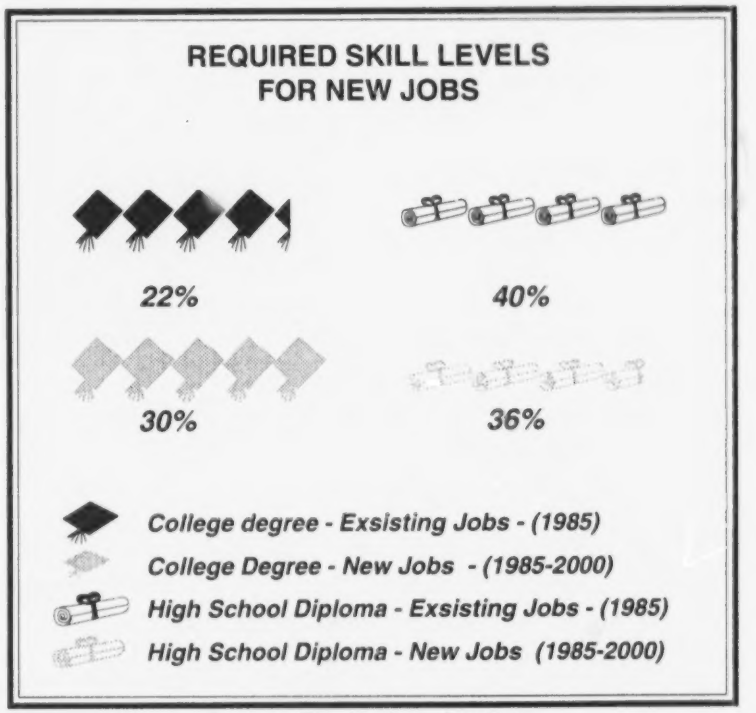
The private and public sector members have framed the question in the economic marketplace:

1. Competition from other regions, other states, and other countries requires businesses to become more productive and competitive: with quality and excellence as the foundation. As business, industry and government change, a productive and streamlined workforce is essential. U.S. businesses have lost chunks of the marketplace as a result of increasing global competition. Business, as a customer of the education system, needs students entering the workforce to be better prepared in terms of work ethic/ attitude, basic reading, writing and math skills, communication and job preparation; and students must be prepared for life-long learning.

INVENTED HERE, MADE ELSWHERE

	% PRODUCED IN US	
	1970	*1987*
	90	10
	97	74
	99	25
	90	1

Source: Council on Competitiveness, Commerce Dept.

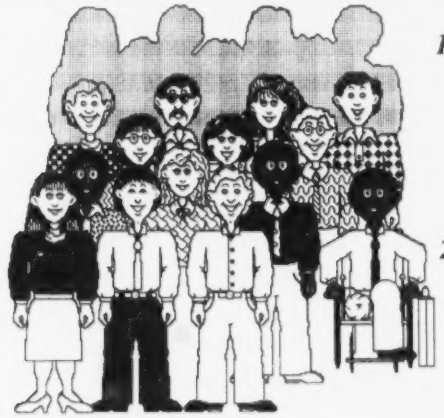


Source: The Hudson Institute

2. A U.S. Labor Department study indicated that occupations of the future will require higher skill levels as we move to an increasingly technological workplace—with over a 100% increase in the requirements for the highest skill level in new jobs. A National Association of Manufacturers and Towers Perrin survey indicated that "60 % of new jobs will require more than a high school education; however, 70% of new entrants...will have less than a high school degree." Existing jobs are changing with new technology: employees will need to continuously improve and upgrade skills or find the jobs gone.

3. The decreasing number of employees projected to enter the workforce in the coming decades, combined with the increasing problems associated with illiteracy are looming employer issues.

Percent of Population, ages 16-24, entering workforce



16% - 1995

23% - 1978

4. Annual spending by U.S. employers on formal and informal training of employees was $210 billion. (Wall Street Journal, February 9, 1990)

The educational sector is looking at key issues also:

1. Decreasing funding, increasing enrollments with a changing population of students is a significant challenge.
2. Transitioning students from each level of education to the next, moving through and crossing various school districts, requires a more comprehensive approach.
3. Providing equity excellence to open opportunities for all students in the career decision making process is needed.
4. Improving the career development process for all students is critical. A GAO report cited only 20% of students in the U.S. complete 4 year degrees; however, far more resources per youth are devoted nationally to those who are college bound at the high school level. Nationally, the high school dropout rate is a pressing issue.The options are even narrower for dropouts.

The GAO report indicated only 20% of students in the U.S. complete 4 year degrees. We have national goals addressing readiness for learning and competition in a global economy, but no goal addressing readiness for work upon high school graduation for the 40% who will not immediately attend college (Fortune, 10/21/91). We must find ways to develop the full potential of each child - including preparing them for the transition to work, while maintaining high standards of excellence in order to compete in a global economy.

Dr. Judy Fish
Assistant Superintendent
Palmdale School District

THE NEW BRIDGE FROM EDUCATION TO CAREERS

Given the need, the challenge was how to enable individuals to:

make career decisions and find appropriate paths to reach goals.

access a systematic and comprehensive career development process;

make the career planning transition from each level of education and training;

enter the workforce more prepared to become productive and successful.

A bridge from education to careers needs to:

provide linkages between education and business which make sense;

involve parents, counselors and businesses at an earlier age in the career development process.

Working for a year in subcommittees [K-8, 9-12, Postsecondary], the Steering Committee built the Plan as a bridge, identifying these needs.

1. develop a systematic and comprehensive approach to career education which provides a broad framework for outcomes, but maintains the autonomy of each district;
2. incorporate the work ethic/work attitude as a key element for business;
3. provide transitional bridges between major levels of education, i.e. elementary to middle school, middle school to high school, and high school to work, advanced training or college;
4. identify potential linkages with business, industry and government in support of these outcomes;
5. set common outcomes, allowing each district to make local decisions.

" As students move through each phase of education, it is important that their prior experiences are taken into account when planning their program. This is only possible when all institutions dealing with the child understand the educational opportunities offered at each grade and respect each teacher's significant role in creating a "lifelong learner." In gaining familiarity with the curriculum offerings, we will be able to extend the learning of matriculating students to maximize growth.

Business will begin to embrace our efforts, as we in education begin to involve them more in the process of defining what skills and resources students need in order to be successful in the world of work."

Regina Rosall, Assistant Superintendent
Westside Union School District

A systematic career education process begins at the kindergarten level and expands at each new level. While the academic skills (reading, writing, math, science) are the primary building blocks, the development of a Work Ethic/Attitude component and a spiraling career development process are fundamental.

The subcommittees reviewed the California Plan for Career/ Vocational Education, the National Career Development Guidelines, and other resource documents in the planning process. With research data, and a depth of experience, the subcommittees began to tailor recommendations to what could practically be accomplished in the Antelope Valley.

Elementary/Middle School (K-8)

1. Building blocks for a career development process should begin with these elements: academic skills, self esteem/ concept, work ethic, communication, interpersonal skills, goal setting/ decision making, career awareness, and career exploration.
2. Transitional bridges should be built between elementary and middle school, including: career readiness and the beginning of a career portfolio.
3. Transitional bridges should be built between middle and high school, including: an 8th grade career project, interest and aptitude inventories, and continuation of a career portfolio. Career and high school planning should be preceded by more information on availability of high school programs and career pathways.

By developing an on-going process for career development, at the completion of middle school, students should:

complete career exploration of the major career clusters;
understand the components of the work ethic/work attitude, such as: attendance, completing tasks, taking responsibility;
complete a high school planning portfolio;
complete a Career Project, including a Career Portfolio, incorporating career assessment, high school and career planning.

"School districts should address Career Education as a consortium of districts rather than individually when seeking partnerships with the business community. This ensures that businesses in our community will not be overburdened with requests for the same services from many individual districts."

Steve Kelish, Assistant Superintendent
Keppel Union School District

High School (9-12)

1. All components started in elementary and middle school should continue to be enhanced.
2. Career/Educational Planning/Preparation should become more focused and the Career Portfolio continues to be honed.
3. Foster a "learn it and produce it" [application] element to educational programs.
4. Entry and Advanced training programs should become available in 11th - 12th grades.
5. Transitional bridges, such as Career School Fair, College Information Night, and exploratory/job shadowing programs provide opportunities for students to make decisions.

"Work is what you do with your days. A career is what you do with your life."

Chris Wiswell
Career Counselor
Antelope Valley Union High School District

While graduation from high school is a significant event, it is seen as a benchmark, not an end, in this Plan. The goal, at the high school graduation benchmark, is that the student will:

be able to identify interests, aptitudes, abilities, values and goals related to career planning;
be able to discover and research work/career/educational options;
have the skills to identify several options appropriate to interests, aptitudes, abilities, etc.;
have the skills for making tentative educational and occupational choices and be able to reassess the choices throughout life;
be prepared to enter chosen option (work or continued education/training).

"Because of the increased growth of a diversified adult population in the Antelope Valley, there is a continuing need for coordination and sharing of services between the Adult School, AntelopeValley College, and the community. This plan will provide an integral link between each of these components."

Jay Clark
Principal
Adult School,
Antelope Valley UnionHigh School District

"One of the exciting aspects of this plan is opportunity to improve linkages between postsecondary educational and training agencies. This will provide a needed resource for the residents of the Antelope Valley and enable agencies to focus on educational and training needs of both the community and employers."

Frank Roberts
Dean of Applied Academics
Past President, Antelope Valley Board of Trade

Postsecondary

1. The coordination of available postsecondary educational/ training services is a primary objective.
2. Surveying providers of such education/training should lead to a Postsecondary Articulation Council which would verify local labor market needs and develop appropriate responsive programs.
3. The survey would also result in preparation of a brochure, identifying the variety of training programs, as an outreach tool for the community.
4. Articulation and coordination with the high school would also be targeted to increase career path ways for students.

The participation of business, industry and government in the career development process is essential to this Plan, reinforcing each career development stage and heightening the awareness of students about workforce options and requirements.

"As a public school teacher with 25 years experience in career education, working on this Plan has been very rewarding. The business and education communities have enthusiastically combined resources to plan how to best prepare students to become productive citizens. This experience has renewed my commitment to my profession."

Leo Thibault
Agriculture Department
Chair and Teacher
Palmdale High School

The Career Development Process includes these five major components:

AWARENESS

Develop

- self-awareness of individual interests, abilities, talents, as well as an awareness of the many types of careers available;
- self concept/esteem to make career decisions;
- interpersonal competency skills to relate in school and the workplace;
- work ethic/attitude to succeed in school and the workplace;
- readiness for career decision-making;
- concept of life-long learning and strive for continuous self-improvement;
- communication skills;
- ability to work in teams;
- understanding of multi-cultural and gender equity factors.

EXPLORATION

Explore

- career clusters, assessing the variety of opportunities within each cluster;
- individual interest/abilities/skills;
- requirements and conditions for specific career clusters;
- educational and occupational preparation needed for a career path;
- resources available for career decision-making;
- work ethic/attitude expected by employers;
- careers in local and surrounding community;
- communication and interpersonal skills necessary to careers.

DECISION MAKING

Learn

- responsibility of making decisions and resulting consequences;
- goal setting and planning strategies;
- methods for accessing resources in making decisions;
- impact of work ethic/attitude on decisions;
- interpersonal and communication skills required for career;
- calculated risk-taking.

PREPARATION

Prepare

- career portfolio with plan to be updated over a 6-7 year period to meet specific educational and occupational requirements;
- academic skills (reading, writing, math, oral communications, problem solving, critical thinking skills) required for lifetime career choices;
- knowledge and skills of educational and occupational requisites;
- work ethic/attitude to become a desireable employee;
- interpersonal and communication skills needed for the workplace.

ENTRY

Know

- job search strategy;
- interviewing, application and resume preparation;
- resources for life-long learning opportunities;
- work ethic/attitude required in the workplace;
- interpersonal and communication skills required for the job.

CAREER COMPONENT OUTCOMES BY GRADE LEVEL

GRADES	CAREER AWARENESS Students should develop an awareness of:	CAREER EXPLORATION Students should explore the:
K-2	positive characteristics about self and others behaviors which effect school and family behavioral influences on the feelings and actions of others positive attitude about self personal interests, abilities, strengths, weaknesses effective skills for interfacing with others group membership skills importance of "niceness" to other students and teacher respect for self and others foundation for work ethics/attitude teamwork effort to complete tasks teamwork with diverse groups, multi-cultural and gender	importance of work in our society dignity of work products and services provided through the community jobs in this community relevance of school to work work attitudes/ethics, interpersonal and communication skills needed at school roles of parents in the community, i.e. as worker, business owner, parent
3-6	meeting personal needs through work differences in culture, lifestyles, attitudes, and abilities conflict resolution skills work ethic/attitude introduction relationship of abilities, effort and achievement multiple roles of individuals at home, work, and in community student as a worker	career clusters requirements for academic skills, interests, abilities and knowledges school tasks similar to job skills different types of work (volunteer) working conditions and skills needed for a variety of occupations middle school requirements and electives work attitudes/ethics, interpersonal and communication skills needed in the workplace

CAREER DECISION MAKING Students should develop decision making skills by learning:	CAREER PREPARATION Students should prepare through:	GRADES
the effect of decisions on self and others identification of choices consequences of and responsibility for choices steps for changing after mistakes/failures goal setting critical thinking skills conflict management and resolution personal responsibility role of work ethics/attitudes in attaining goals	development of basic educational skills, including reading, writing, math, science, social studies development of good study habits, work ethics/ attitude development of pride and quality in school work	K-2
steps for making choices techniques for overcoming problems which block goals alternatives for making decisions steps toward reaching long-term goals effective choices for middle school courses critical thinking skills middle school requirements and options role of work ethic/attitude in overcoming barriers	application of academic skills to school, home, and community development of effective study skills and habits understanding inportance of preparation for the workplace development of a career portfolio for middle school development of a positive work ethic/attitude	3-6

CAREER COMPONENT OUTCOMES BY GRADE LEVEL

BRIDGE FROM ELEMENTARY SCHOOL TO MIDDLE SCHOOL:

Career Portfolio begun in elementary school for awareness and exploration components

GRADES	CAREER AWARENESS Students should develop an awareness of:	CAREER EXPLORATION Students should explore the:
6-8	personal likes and dislikes individual skills required to fulfill different life roles behavioral influences on the feelings and actions of others feelings and beliefs of others skills for responding to criticism skills for participating in groups importance of career, family, and leisure activities to mental, emotional, physical and economic well-being requirements of work ethic/attitude and continuous self improvement	occupational clusters/career paths importance of academic and occupational skills in work changing occupational requirements of the workplace high school graduation requirements and electives aptitude and ability requirements of occupational clusters resources for career education transferability of school skills and habits to work importance of work to our society economics of work work attitudes/ethics, interpersonal and communication skills needed in occupational clusters

BRIDGE FROM MIDDLE SCHOOL TO HIGH SCHOOL:

Career Portfolio continued and updated as an 8th grade Career Project, including assessment of interests, abilities, skills and knowledge

BRIDGE FROM ELEMENTARY SCHOOL TO MIDDLE SCHOOL:

Career Portfolio begun in elementary school includes a middle school plan

CAREER DECISION MAKING Students should develop decision making skills by learning:	CAREER PREPARATION Students should prepare through:	GRADES
steps to continuously improve in reaching goals strategies to make positive changes as a result of mistakes and failure program option and planning for high school critical thinking skills role of work ethic/attitude to attaining goals	development of a plan to improve basic education skills understanding of career development as a continuous life-long process identification of high school and postsecondary requirements understanding the various roles each adult has in careers through family, work, and community identification of skills needed for career interests understanding how to use personal assessment of interests, aptitudes and abilities in planning development of a career portfolio for middle school application of a work ethic/attitude to educational preparation	6-8

BRIDGE FROM MIDDLE SCHOOL TO HIGH SCHOOL:

Career Project and Portfolio include tentative four year education/occupation plan for high school and career Orientation to high school opportunities and career planning paths

CAREER COMPONENT OUTCOMES BY GRADE LEVEL

GRADES	CAREER AWARENESS Students should develop an awareness of:	CAREER EXPLORATION Students should explore the:
9-12	personal needs in selecting a work environment and emotional and physical health requirements in career decisions interpersonal skills necessary for horizontal and vertical work relationships conflict resolution techniques positive and appropriate social behavior in the workplace personal responsability, consequences, and self-control transferability of learning habits and skills employment requirements for work ethic/attitude personal interests, abilities and skills responses to different feedback and criticism interpersonal skills to work in teams teamwork with diverse groups, with multi-cultural and gender issues	role of the individual in a local and global economy economics of career choices career paths/occupational clusters resources for assessing labor market demand, job projections, changing trends, job search strategies community resource agencies for employment and training school resources such as Career Centers, College Information Night, Career School Fair career ladders/advancement opportunities postsecondary schools and training organizations careers through site visits, job shadowing, work experience, mentors and speakers transferability of educational and occupational skills effect of career choices on lifestyles, specific job requirements and geographical locations

CAREER DECISION MAKING Students should develop decision making skills by learning:	CAREER PREPARATION Students shouldprepare through:	CAREER ENTRY Students should enter the workforce with a knowledge of:
career planning options for high school and beyond resource usage such as Career Centers in making choices resource usage, such as Career School Fair and College Information Night, to make decisions skills for decision making and goal setting strategies for sophomores to adjust high school and postsecondary planning goal setting for short and long term goals critical thinking skills self-assessment tools for overcoming barriers/problems to career education strategies for taking positive action to resolve problems and attain goals process for continuous self-improvement reality of workplace choices and office relationships	interpersonal feedback to improve communication skills infusion of career information into all course content development of a resume identification and completion of career assessment and educatonal/ occupational tests required participation in occupational training and exploration programs development of interviewing, application and job search skills application of academic/vocational knowledge to the workplace understanding the importance of life-long learning demonstration of the work ethic/ attitude needed in a workplace development of independent living skills identification of transferability of skills	(Grades 10-12) job search techniques interviewing and application strategies use of resources, such as Eureka work ethics/attitudes required in the workplace challenges and changes required in the workplace life and career choices which are broader than a job benefits, rights and responsibilities of the workplace

CAREER COMPONENT OUTCOMES BY GRADE LEVEL

BRIDGE FROM HIGH SCHOOL TO EDUCATION, TRAINING AND CAREERS:

Continuation of Career Portfolio and 11th or 12th grade Career Projects
Career Center activities in preparation for post high school alternatives

GRADES	CAREER AWARENESS Students should develop an awareness of:	CAREER EXPLORATION Students should explore the:
Community College Colleges Adult School Training Programs	continuous self-improvement through formal and informal resources skills, abilities, interests and experiences which influence career decisions communication skills necessary for the workplace and in life networking and support group arrangements for career development opportunities to re-enter formal and informal training for life long learning work ethic/attitude requirements of the workplace personal and professional success	educational and occupational training options career preparation resources educational opportunities for self-improvement and advancement community supportive service resources needed for education and training career information resource clusters work ethics/attitudes required for success in the workforce oppotunities for dissemination of career resource information

BRIDGE TO AND FROM POSTSECONDARY EDUCATION/TRAINING TO CAREER:

Job Fairs, Career School Fair, College Information Night

BRIDGE FROM HIGH SCHOOL TO EDUCATION, TRAINING AND CAREERS:

Job shadowing, Career Cluster Exploration, Career School Fair, College Information Night, Career Centers, Eureka Computer System, Information from job preparation agencies, articulated classes and career paths

CAREER DECISION MAKING Students should develop decision making skills by learning:	CAREER PREPARATION Students should prepare through:	CAREER ENTRY Students should enter the workforce with a knowledge of:
identification of short and long term plans to achieve career goals strategies for overcoming personal barriers to education and training calculated risk-taking for positive improvement work ethics/attitudes which effect career advancement	continuation of advanced education and training opportunities assessment of transferability of skills to meet changing job requirements upgrading of skills to meet changing technology work ethic/attitude required to be productive in a career	resources to upgrade education and occupational skills resources for making career transitions work ethics required in the job

BRIDGE TO AND FROM POSTSECONDARY EDUCATION/TRAINING TO CAREER:

Postsecondary Education/Training Articulation Council to develop local programs targeting employer and community needs
Information dissemination through media and public libraries

BUSINESS, INDUSTRY AND GOVERNMENT PARTNERSHIPS ON THE BRIDGE

Business, industry and government representatives have participated actively in the development of this Plan . Linkages developed during this planning process included:

establishing an Antelope Valley Health Care and Education Consortium focusing on careers within that industry;

planning for a Business Education Consortium;

offering Total Quality Management training/facilitator from industry to three school districts;

including the concept of business representative as concerned parent in the planning phase;

starting a Work Ethic Pilot program (in the planning and devlopment stage for over 1 1/2 years) ;

providing business/industry panels to speak with teachers in two districts;

beginning Principal for a Day with 6 schools in April of 1991, 10 schools for 1992, and seeking future expansion;

including businesses in the planning for the first Career School Fair held in 1991 and 1992;

providing a business-education panel to discuss career education opportunities at a public forum;

providing a single point of contact for a businesses to address all districts and offering a business sponsored field trip to observe science applications in an industry;

arranging for a Chamber Education Committee to meet at two schools to observe industry-type programs;

speaking to business/service organizations about the development of a regional Plan, and including this Plan as part of a North L.A. County Economic Development Plan;

beginning a partnership between industry and education for the graphic arts/illustrating and publishing of this Plan.

One of the keys to the business linkage is the development of proactive consortia to identify linkages and strategies. Another key is defined programs which make it easy for individual businesses to participate. The role for such partnerships will expand for the future:

1. more defined roles for businesses at each educational level;
2. specific functional areas for business participation, i.e. consortia working on industry-specific aspects of career education;
3. specific programs developed for business participation in the classroom, with emphasis on the application and demonstration of academic skills to careers.
4. central clearinghouse for identifying business partnerships, such as a speakers bureau, volunteer and mentor programs;
5. job search workshops and skill development;
6. coordination with public libraries for upgrading career information services;
7. field trips/site visits for job shadowing and careerexploration;
8. equipment/ technology assistance, access, and donations;
9. curriculum input/outcomes, and specific career education information, advisory councils, curriculum committees;
10. management/special training programs, teacher workshops;
11. scholarships;
12. priority hiring based on competency certificates.

BUILDING THE BRIDGE: HOW AND WHEN

The goals of this plan are:

1. *To obtain commitment for a systematic career education process within the education and business communities;*
2. *To ensure a systematic and comprehensive process of career development for all students from kindergarten through community college;*
3. *To provide for specific transitions between elementary, middle, and high schools, postsecondary agencies, and careers;*
4. *To coordinate training and education resources between postsecondary agencies;*
5. *To increase coordination of resources between the education and business communities;*
6. *To inform students, parents and the public about career resources and opportunities;*
7. *To provide for continuous process improvement through on-going evaluation and improvement of the plan implementation.*

This process is dynamic. Specific activities have been targeted for each year; but the goals are flexible and will change as we learn how to reach the objectives. The Career Prep Council will be the umbrella organization for coordinating the implement

Goals	Business and Education Commitment	Systematic and Comprehensive Career Development Process	Bridges and Transitions Between Education Levels
Year 1: July 1,1992-June 30, 1993	Obtain commitment to the Plan from Board of Trustees of participating educational agencies and the Boards of directors of business organizations Provide business-education panels to present the Plan to both the schools and the business community Develop a plan for systematic administration/faculty orientation to the Plan	Seek grants/funding and existing resources to support development of curriculum, including work ethic program, and local program brochures Develop a facilitator training program Identify core staff from each district to become facilitators for development of a district-specific career education plan Train a cadre of career education trainers to provide on-going in-service for each school district and facilitate development of district career plan	Identify team to develop career portfolio and Career Project concept Begin development of Career Portfolio and Career Project concept Identify team to identify career path/cluster format for articulated use Develop career paths/clusters for uniform use
Year 2: July 1, 1993-June 30, 1994	Continue presentations to all educational agencies and business organizations	Begin staff development training/in-service in career education by trained facilitators Form task force (district-wideor at each school) to develop a district plan Begin individual district Career Education Plans Continue training the trainers	Establish regular meetings of academic/career discipline-related meetings between middle school, high school and postsecondary faculty Develop/formalize process for 2+2 and 2+2+2 Articulation programs and agreements between local educational agencies Begin Career Portfolio and Career Project as a pilot program

Coordinated Education and Training Resources Between Postsecondary Agencies	Coordinated Linkages Between Business and Education	Information Dissemination to Community	Continuous Process Improvement
Identify all potential regional providers of public and private postsecondary training Identify internal training programs of local business and industry Develop linkages and improve communications between school counselors and postsecondary agencies	Include elementary school districts on the Career Prep Council Develop a plan for forums between various levels of education and business/ industry community Develop a tracking mechanism to ensure viable input of business and industry during the implementation of the Plan	Provide career resource information via events such as Career Education Month, High School Career Planning Day, Career School Fair, etc. Develop a public career education awareness program, involving all local media Meet with local libraries and other agencies to solicit support for enhancing career resources	Evaluate progress and make recommendations for improvements
Form a task force on postsecondary education/ training providers for this region Identify all potential education/ training programs within career paths/clusters for postsecondary agencies Coordinate and articulate programs within a council for postsecondary agencies	Establish focused consortia/ advisory groups of business/ industry/government which have participation by all educational levels Provide a clearinghouse for contacts within the business community Develop a trained volunteer force to help students during the peak career planning activities	Begin public career awareness program Increase career resource materials in public libraries and related agencies Continue to publicize career resource information via events such as Career Education Month, High School Career Planning Day, Career School Fair, etc.	Evaluate progress and make recommendations for improvements

Goals	Business and Education Commitment	Systematic and Comprehensive Career Development Process	Bridges and Transitions Between Education Levels
Year 3: July 1, 1994 - June 30, 1995	Provide annual updates and reports reflecting progress in the implementation of this plan	Continue implemations and refinement of each district's career education plan Continue staff development for career education Verify that the total process is systematic and comprehensive	Begin use of career portfolio and career project Develop a comprehensive chart identifying career paths with articulation and linkages between all educational/training providers
Year 4: July 1, 1995 - June 30, 1996	Provide annual updates and reports reflecting progress in the implementation of this plan Establish recognition awards for businesses and educational agencies actively participating in the Plan	Continue implemation and refinement of each district's career education plan Continue staff development for career education Identify additional resources needed to enhance the process	Continue use of career portfolio and career project with refinements Pilot career education volunteer project, involving various business and community members
Year 5: July 1, 1996 - June 30, 1997	Provide annual updates and reports reflecting progress in the implementation of this plan Evaluate the commitment from both the education and business communities and recommend improvments for the level of commitment	Evaluate the existing system and make recommendations for changes to improve the systematic and comprehensive processes for career education	Evaluate existing bridges/ transitions and make changes/ adjustments/refinements to improve the entire process of transitioning from one level to the next

Coordinated Education and Training Resources Between Postsecondary Agencies	Coordinated Linkages Between Business and Education	Information Dissemination to Community	Continuous Process Improvement
Establish regular discipline-related meetings between postsecondary agencies Solicit grants/funding for a catalog/brochure of postsecondary options Continue task force meetings	Continue consortia meetings and development of plans for coordination Continue to track linkages established between business and education Continue to provide clearing-house for coordination	Continue public awareness program Continue to increase career resource material to public libraries and related agencies Seek additional methods to disseminate information to the community	Evaluate progress and make recommendations for improvements Identify and track data related to outcomes of each component
Prepare and disseminate a catalog of accessible post-secondary education/training agencies with a matrix of services which are provided Prepare a postsecondary brochure identifying articulation between programs and program outcomes	Incorporate other community services and resources into the linkage component Increase number of bussinesses participating in the Plan	Develop written materials for high school and postsecondary articulation reflecting clear pathways to career education Seek community, State and national recognition for the progress made in the Plan	Evaluate progress and make recommendations for improvement Track data related to the outcome of each component
Evaluate coordination efforts among postsecondary agencies and make recommendations for improvement of this process	Evaluate effectiveness of business linkage process and make improvements to the process	Evaluate effectiveness of information dissemination to the public and make recommendations for improving this process	Complete a five year evaluation of all implementations components and recommend improvement to all processes and to the overall outcomes of the career education process.

MAINTAINING AND IMPROVING THE BRIDGE

While development of this Plan accomplishes the first phase, the real test will be in providing the on-going network for the various entities to work cooperatively in achieving the common goal. The Career Prep Council will remain as the umbrella organization to focus the need for career education. As part of the implementation strategy, elementary districts will be invited to participate on the Career Prep Council. But, there is a need to continue this Steering Committee "think tank", representing all participating districts. This group can continue to assess needed changes and share implementation plans and outcomes.

The implementation of the concept of life-long learning for all students demands the cooperative partnership of the business , industry, government, and education communities. Otherwise, another great idea will gather dust on the shelf!"

Dr. Mikie Bowman
Director of Curriculum and Instruction
Antelope Valley Union High School District

Additionally, the postsecondary coordinating committee will meet to plan, share information, and ensure coordination among providers. It is anticipated that this group will continue to develop new strategies for coordinating resources.

Using the Total Quality Management model, the implementation of the Antelope Valley Plan for Career Education involves:

continuous review and improvement of each process;
continuous review and improvement of the entire system.

FUTURE ISSUES

"The high school graduation requirements are driven by the University of California's A-F entrance requirements. This seems unrealistic since such a small percentage of the students actually go to a U.C. Campus."

Karen Lehner
Rop Career Counselor
Antelope Valley Union High School District

This Plan is a major undertaking and requires five years of work to develop the quality program envisioned. Even with this period for implementation, the Steering Committee has already addressed some issues for future consideration:

the effect of the A-F requirements of the California University system in driving graduation requirements and, therefore, career education;
the desire to expand this career education plan to include this entire economic region, such as the neighboring southern Kern County schools.

"General Revenues and categorical monies for education change from year to year and the legislature does not make allocations until late summer. The school year begins without the adoption of the final budget. Long term commitment to worthwhile programs can never be assured."

Margaret Chipman, Director of Special Programs
Lancaster School District

APPENDIX A:
Glossary of Terms

Adult Education: opportunity for and process by which adults increase the level of knowledge and employability by utilizing the variety of course offerings available through the Adult School.

Articulation: the process by which different education levels, departments, and programs work together to develop agreed upon courses and credit between the agencies. 2+2: articulation between 2 educational levels, allowing a student taking an approved class at one level to obtain credit at the next level. 2+2+2: articulation between three educational levels, allowing a student to obtain credit and advance readily to the next level.

Career Education: A lifelong process which is the sum of all educational training and career guidance activities to prepare a person to enter or change a career and become a responsible community member.

Career Development: A systematic and comprehensive process to prepare persons for an appropriate career through self awareness, employment/education information, and good decision-making strategies.

Career Prep Council: An Antelope Valley organization with representatives from business, industry, government and education, focused on improving the career preparation for students.

Career Portfolio: a folder in which students enter materials on career development information, and which moves with the student from elementary school through high school as a career planning tool.

Career Project: an assigned student project which requires synthesizing career information and career planning for the future.

Continuous Process Improvement: The Total Quality Management key which assumes that all activities are processes and all processes can be improved. Processes are not static, but can change to improve the outcomes.

Life-long Learning: The process by which a person can continuously return for additional education/training, both formal and informal, for career and personal betterment.

Postsecondary Education: The period of time beyond high school which may include further education and/or training.

ROP: Regional Occupational Program of the State of California to provide hands-on job skill training for individuals 16 and over, including adults. In this area, the courses are administered and delivered through the Antelope Valley Union High School District at local high schools and community classroom sites.

Systematic and Comprehensive: an organized process which provides the opportunity for all students to participate in and learn from each of the career development components, as opposed to a "hit-or-miss" approach.

Total Quality Management: an approach to management which is customer-driven and requires all members of a process to work together to produce a quality product.

APPENDIX B:
CAREER PREP COUNCIL STEERING COMMITTEE MEMBERS

A special thanks and acknowledgement to the dedication of the Steering Committee for the year-long task of completing this Plan. They brought a variety of experience and interests to the Plan:

Ron Ball: Head Counselor, Palmdale High School; PHS articulation with middle schools for transitioning; PHS testing Program (aptitude, proficiency, and SAT); 10 college and university degrees, currently doctoral program in institutional management; restructuring PHS guidance services

June Fehrs Battey: Coordinator of Career Prep, AVUHSD/Career Prep Council; Parent; Parent Volunteer; Past President, PTA; Advisory Councils; Former JTPA SDA Administrator/PIC Liaison; Palmdale Enterprise Zone/Job Development Committee; Education Committee, Lancaster Chamber of Commerce; Lancaster and Palmdale Chambers of Commerce; Board of Trade

Mary (Mikie) Bowman: Director of Curriculum and Instruction, AVUHSD; Adjunct Professor, Graduate Programs, Chapman College and University of LaVerne; ATC Trainer, L.A. County Office of Education; Vice President, Programs, Antelope Valley Association of School Administrators; Parent; Vice President, Development, American Cancer Society.

Phil Brady: Chief of Plans and Programs, Edwards Air Force Base; Career Prep Council Member; Parent; Member, Lancaster Chamber of Commerce/ Education Committee; Long-range planning Air Force Flight Test Center; Prior, Andrew Air Force Base

Gordon Carlson: Director of Federal/State/ Special Programs,including Regional Occupational Programs,LEP, GATE, Perkins Vocational Programs, AVUHSD; Parent; California Association of Compensatory Education; California Association for the Gifted; Conference Presentor; Teacher and Coach; AV College Instructor

Jay Clark: Principal, Antelope Valley Adult School; Parent; Past President, Phi Delta Kappa; Antelope Valley Association for Retarded Citizens, Parent Volunteer; Legislative Coalition for Education; Former high school Vice Principal and Teacher

Margaret Chipman: Assistant Superintendent, Lancaster School District; District Office Administrator; Post Graduate Degree; Trained in Evaluation; State Administrators Organization, Member

Judy Fish: Assistant Superintendent, Educational Services, Palmdale School District; Principal of first Antelope Valley year round school; California Year Round Advisory Committee; Antelope Valley Articulation Committee; Ph.D., Policy Studies in Administration; American Educational Research Association; research presenter at various conferen

Russ Fisher: Project Advisor, Top Quality Management, Rockwell International/North American Aircraft; Top Quality Management Facilitator and Trainer; National Management Association Member; Parent; School Site Council Member; Junior Achievement Volunteer; Coach Volunteer

Denise Henderson: Area Manager, Southern California Edison; Career Prep Council Member; Antelope Valley Board of Trade Director; Lancaster and Palmdale Chamber of Commerce; Parent; Work Ethic Pilot Program Volunteer; Principal for a Day

Steve Kelish: Assistant Superintendent, Keppel Union School District; Former Principal, Assistant Principal, Teacher, Director of Instructional Services; Parent; Vice-President, California Association of School Administrators (AV Chapter); Member, School Association for Supervision and Curriculum Development; Antelope Valley Curriculum Council.

Vern Lawson: Executive Director, Antelope Valley Economic Development Corporation; Chair, Career Prep Council; Parent; Work Ethic Pilot Program Volunteer; Principal for a Day; AVUHSD Vision Award; Lancster Chamber of Commerce, Education Committee; Palmdale Chamber of Commerce; Antelope Valley Board of Trade; Youth sports coach.

Karen Lehner: Career Counselor, AVUHSD; Parent; Secretary of the Board, Olympic Chapter of the California Association of Regional Occupational Centers and Programs; Former Instructor at California State University, Northridge and several California Community Colleges.

Joan Mc Lendon: Program Analyst, Programs Office, Edwards Air Force Base.

Paul Meister: Counselor, Antelope Valley Adult School; Parent; Education Committee, Lancaster Chamber of Commerce

Barbara Penn: Program Specialist/ Alternative Education/Dropout Prevention, AVUHSD; former Spanish and ESL (English as a Second Language) Teacher; Former AVUHSD Bilingual Resource Teacher; California Association of Bilingual Education

Barbara Reeves: Counselor, High Desert Middle School, Soledad-Agua Dulce Union School District; Teacher/Mentor Teacher; Teacher of the Year; CTA/NEA Member; California Association for Counseling and Development; California Career Counseling Association; Civic Organizations; Parent and Teachers Together Association; Workshop and In-Service Presenter.

Frank Roberts: Dean, Applied Academics and Technology, Antelope Valley College; Past President, Antelope Valley Board of Trade; President, Palmdale Rotary Club; Chair, Education Committee, Lancaster Chamber of Commerce; Career Prep Council Member; EDD Employer Advisory Committee; Board of Directors, Lancaster Economic Development Corporation; Council member, City of Lancaster; Professional Engineers Association; evaluation and research projects

Regina Rossall: Assistant Superintendent, Westside Union School District; Teacher, Principal and Administrator; Parent; Co-owner of and insurance business; Former PTA President; 4-H Project Leader; Daisy Girl Scouts Leader; AYSO Team Mom; School Site Council Member; Delta Kappa Gamma Member; Antelope Valley Curriculum Council.

Howard Sundberg: Director of Curriculum, Lancaster School District; Parent; Ph.d.; Youth sports program volunteer; Executive Board, American Cancer Society; Member, American School Curriculum Development; Past President, AV Chapter, Association of California School Administrators; Former Principal, elementary and middle school, Assistant Principal and Teacher.

Leo Thibault: Department Chair, Agriculture, Palmdale High School; AVUHSD Teacher of the Year; Parent; Mentor Teacher; Antelope Valley, California and Western Region Agriculture Teachers Associations; Officer, California Agriculture Teachers Association; American Vocational Association; Scout Leader; Key Club Advisor; 4-H Club Leader; Athletic Booster clubs; California Teachers Association Past President and member of negotiating team; Career Prep Council Member

Chris Wiswell: Career Counselor, AVUHSD Regional Occupational Programs; Parent Volunteer; Past President, PTA; Member, Parent Advisory Council; Instructor, Graduate Programs, University of La Verne; Presenter, Communication Skills Workshops; Career Prep Council Member

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